

**KENTUCKY BOARD OF EDUCATION  
REGULAR MEETING  
OCTOBER 5-6, 2005**

**STATE BOARD ROOM  
1ST FLOOR, CAPITAL PLAZA TOWER  
FRANKFORT, KENTUCKY**

***SUMMARY MINUTES***

The Kentucky Board of Education held its regular meeting on October 5-6, 2005, in the State Board Room, First Floor, Capital Plaza Tower, Frankfort, Kentucky. The Board conducted the following business:

**Wednesday, October 5, 2005**

***CALL TO ORDER***

Chair Keith Travis called the full Board meeting to order at 8:35 a.m.

***ANNOUNCEMENTS***

Chair Travis then made the following announcements:

- Today's meeting is being webcast and is also being broadcast over KET6 with viewing sites at the Kentucky School for the Deaf and Kentucky School for the Blind.
- This week is Kentucky Department of Education Employee Recognition Week and on behalf of the Kentucky Board of Education, I thank every employee for his/her hard work done on behalf of Kentucky students. We truly appreciate the extra effort that Department employees put forth to support the Board's priorities.
- Tomorrow, due to the need to accommodate the schedule of a presenter, Item XV.B. on the KEES Scholarship Program will occur at 8:45 a.m., followed by Item XV.A. on Kentucky's Writing Program.

***ROLL CALL***

Present for the meeting were Janice Allen, Dorie Combs, Bonnie Lash Freeman, Jeff Mando, Helen Mountjoy, Hilma Prather, David Rhodes, David Tachau, Keith Travis, Janna Vice and David Webb. Absent was Tom Layzell.

### ***APPROVAL OF SUMMARY MINUTES***

At this point, Jeff Mando moved approval of the August 3-4, 2005, regular meeting minutes. Dorie Combs seconded the motion and the motion carried.

### ***REPORT OF THE SECRETARY OF THE EDUCATION CABINET***

Secretary Virginia Fox stated that the collaboration between the Kentucky Department of Education, Education Professional Standards Board and Council on Postsecondary Education has been wonderful. She went on to say that she hoped today's discussion with the Governor was productive and indicated that the work between Billy Harper, the Governor and the three agencies could result in an aggressive education agenda. Fox noted, however, that the hard part will be securing the dollars to implement this agenda.

### ***REPORT OF THE PRESIDENT OF THE COUNCIL ON POSTSECONDARY EDUCATION***

Dr. Tom Layzell was not able to attend but sent a written report that was submitted to the Board members in their meeting folders.

### ***REPORT OF THE EXECUTIVE DIRECTOR OF THE EDUCATION PROFESSIONAL STANDARDS BOARD***

Dr. Phillip Rogers indicated that he tries to bring before the Board items that are part of the shared agendas of both the Kentucky Board of Education and the Education Professional Standards Board. Rogers noted that closing the achievement gap and teacher quality are two such shared areas in which he will highlight data from the Education Professional Standards Board's work over the last several years. Those data were as follows:

- Kentucky has a zero tolerance for out-of-field teachers. The Education Professional Standards Board's staff works with districts to resolve any out-of-field problems and in the end sends those without resolution to Commissioner Wilhoit. The Commissioner then contacts the districts and if no resolution can be reached, the withholding of funds occurs.
- This will be the first year the Education Professional Standards Board has reviewed administrators to see if they are appropriately certificated.
- Since 2002, there has been a 43% decrease in emergency certificates in Kentucky.
- Along with decreasing emergency certificates, the Education Professional Standards Board has developed options for certification including alternative routes to teacher certification. There has been a 132% increase in the use of alternative certification over the last four years.

- Kentucky has seven alternative certification programs and the pool of teachers from the alternative programs are more diverse than in the regular teacher education programs. The percentage of males in this program is 38% versus 22% in regular programs and 16% of the alternative certification candidates are minority relative to 7% in regular teacher education programs.
- In 2002, 46% of the certificates for special education were in the emergency category. In 2004, the rate was down to 35% in this area.
- All the information on alternative certification appears on the Education Professional Standards Board website.
- June Forbes from the Education Professional Standards Board has been recognized nationally for leading the nation in the Troops to Teachers recruiting efforts.

### ***REPORT FROM THE PRE-K TO 16 COUNCIL***

Chair Dorie Combs reported that the Pre-K to 16 Council last met on September 6. She then summarized their meeting as follows:

- The meeting began with a report on the NASH Conference in which about 10-12 of the group participated. Throughout the conference, the group was able to work on Kentucky issues and broke those issues down into the five main areas of rigorous curriculum, dual enrollment, integrated P-16 data system, educator quality and supply, and affordability and access.
- The Council has decided to focus and organize the Pre-K to 16 Council work around the five key areas named above. The Council broke up into small groups around these key areas and worked on priorities for the different issues. In the future, reports will come forward to the Council from the groups.
- At each Council meeting, there will continue to be reports from each of the agencies so that everyone knows what work is occurring.
- Reports were heard from local P-16 councils and a discussion occurred on how to provide funding for these local councils.
- The Council heard a report on the joint budget proposal from the different education agencies to support an integrated data system.
- The Council will meet again in December after the next Kentucky Board of Education meeting occurs.

## ***REPORT OF THE COMMISSIONER OF EDUCATION***

Commissioner Gene Wilhoit reported the following:

- In his recent trip to China, most of the time was spent interacting with the Ministry of Education and the schools. There is a tremendous thirst for education knowledge in China and their goal is to make their literate population the strongest asset. Almost every conversation centered around where China had been and where it is going. China's first goal was to develop a literate population that had been educated through the ninth grade. This goal has been reached and the next one they have set is to have the population obtain universal high school by the year 2020. The curriculum is deliberately divided into a career/technical segment and a rigorous academic segment. Universal preschool exists that is very similar to what is found in the United States. Students currently receive one chance to pass a national examination to go on to high school. Seventy-five elite colleges and universities exist in the system and the curriculum is extremely rigorous.
- Only four districts in Kentucky are currently implementing a four-day school week. This configuration seems to be emerging due to increased gas prices. The information that was previously sent to the Board on this topic stated that the savings on this configuration is marginal. The greatest caution is the loss of instructional time and whether adding 15 minutes per day provides adequate instruction. The other factor to consider is that some small districts with little transportation are moving to this configuration and it is not due to gas prices.

The following comments were made by Board members in response to the Commissioner's comments on the 4-day school week:

- Having the Commissioner taking a clear position on the 4-day week was appreciated. An inquiry was made as to whether the Board needs to take a position on the 4-day week that can be communicated to legislators and schools.
- It was suggested that the Board would need to review the achievement results of those districts implementing a 4-day school week to determine the instructional impact. This would need to be discussed at a future meeting.

The Commissioner indicated he thought it was a great idea for the Board to take a position on this issue and said that staff would draft a communication to districts and legislators for the Board's review before leaving this meeting. He went on to emphasize that he wants districts to carefully consider the impact on instruction and achievement before moving to the 4-day week concept.

## ***GOOD NEWS FROM SCHOOLS/DISTRICTS***

The following items of good news were shared by Board members:

- Janice Allen – The Pikeville Independent School District has been honored at the national level with the “What Parents Want Award” from SchoolMatch, an independent, nationwide service that helps relocating families find schools that match the needs of their children. They received this award because the district met the following criteria: the district is competitive in academic test scores and is academically solid; accredited; recognized for excellence by a national foundation or the U.S. Department of Education; competitive in teachers’ salaries; above average in instructional expenditures on a national percentile basis; above average in expenditures for library/media on a national percentile basis; known for small class size; and provides college-prep and college opportunity-based programs. Ms. Allen asked that the Board join her in congratulating Pikeville Independent.
- Dorie Combs – Carson VanSander of Henry Clay High School scored a perfect 36 on the ACT test. He was the only student in Kentucky to do so from the April 2005 test date. And, he was only one of 32 people nationally to achieve a 36 on the April test. Carson takes four advanced placement classes, is a member of the National Honor Society and is involved in a community service club, but his passion is music. He wants to study music in college but is also interested in the stock market. She went on to say that from the June test date Kentucky had three students who scored a perfect 36 on the ACT test. Those students were Lindsay Wilhelmus of Lexington Catholic High School in Lexington; Andrew Noland of duPont Manual Magnet High School in Louisville; and Rebecca Choudhury of Lone Oak High School in Paducah. Hearty congratulations were offered to all of these students.
- Janna Vice – More than 175 Kentucky Career and Technical Education students brought home awards and honors from national conferences held this spring and summer. The conferences included:
  - 2005 DECA International Career Development Conference
  - Future Business Leaders of America (FBLA) 54<sup>th</sup> Annual National Leadership Conference
  - 2005 National Technology Student Association (TSA) Conference
  - 2005 SkillsUSA Championship
  - HOSA 2005 National Leadership Conference
  - 2005 Family, Career and Community Leaders of America (FCCLA) National Leadership Meeting

The students represented middle schools, high schools, area technology centers and community colleges throughout Kentucky. Congratulations were offered to the students who brought home these honors.

- Helen Mountjoy – Yesterday, the ribbon was cut to open the doors at Collegiate High School in Daviess County. This high school will offer both a high school diploma and associates degree within a five-year period. The services are offered at no cost to students and the school will focus on nontraditional high school students who have been identified as being at-risk. The high school is a joint effort of the Owensboro Community and Technical College and the Owensboro Independent School District. Next year the Daviess County School District will join in the project. This is the only high school of its kind in Kentucky and is part of a consortium to get 170 high schools of this type across the nation. She offered congratulations to the entities for getting this special high school off the ground.

### ***BOARD MEMBER CONCERNS***

The following concerns were brought forward by Board members:

- David Tachau thanked staff for responding to a number of issues from the last meeting through written reports to the Board. He noted that one report from Johnnie Grissom’s office focused on the transfer provision of the *No Child Left Behind Act*. Tachau felt the report surfaced some disturbing data and he suggested some measures to deal with the problems be folded into Kevin Noland’s efforts on *No Child Left Behind* flexibility that the Board will be considering in the near future. Tachau stated that a small number of parents are choosing the transfer option and he felt that the bureaucracy may be smothering this opportunity from truly being an open one. Tachau stated that he wondered if further steps needed to be taken by the Board to make sure parents have an actual choice.

Commissioner Wilhoit replied that he did not know whether a true transfer option exists in rural areas but noted that more options are available for urban areas. He also noted that there are so many restrictions and conditions placed on the transfer option by the Federal level that it limits what can be done. Wilhoit said, however, that he would have staff look at the issue and bring back more information. Chair Travis agreed and indicated that the Board will be looking for additional information on the transfer option.

- Helen Mountjoy stated that every year when the test scores are released, some anomalies are seen in schools. She noted that she remembered a HumRRO Report showing a high correlation between performance on the ACT and performance on CATS. Mountjoy then wanted to know if an anomaly does occur between the performance on these two tests, what the actions of the Department of Education would be.

Commissioner Wilhoit responded that Ms. Mountjoy was correct about the studies showing a high correlation between performance on the two tests. He went on to say that any anomaly would have to focus on the two different cohorts taking the test, the size of the ACT participation and require getting inside the particular schools to see what went on.

Ms. Mountjoy went on to say that she thought that the Department does need to explain when such anomalies occur.

The Commissioner indicated that the Department is analyzing the situation and will forward an explanation to the Board.

### ***KDE EMPLOYMENT REPORT***

Chair Travis noted that the turnover rate within the Department is a concern. The Commissioner replied that some of the Department's outstanding minority employees have departed and said staff is using aggressive actions to address this.

### ***KENTUCKY BOARD OF EDUCATION LEGISLATIVE AGENDA***

Deputy Commissioner Kevin Noland and Legislative Liaison Bonnie Brinly came forward for this agenda item. Noland reminded the Board that this staff note is talking about non-budgetary items. He went on to say that staff included a matrix worksheet for Board members to use in deciding if an item should come forward as part of the Board's legislative agenda. Noland explained that there were five items to consider with additional ones being considered this afternoon in the discussion on low-performing/gap schools.

Hilma Prather indicated that she felt the Board must lead with a vision and did not see that this legislative agenda was visionary enough. She emphasized that the urgent need for technology funds and additional instructional days must be included in the Board's legislative agenda.

Bonnie Brinly responded that those two ideas are budget items and will be folded in through the budget process.

Helen Mountjoy then inquired as to whether it would require additional legislation to allow teachers to transfer into low-performing schools for additional compensation.

Deputy Commissioner Noland responded that it would not take additional legislation and said that authority already exists for this to occur.

Dorie Combs expressed one concern on the learning compact in that it would be easy to amend and put in a high stakes gate to prevent promotion of students.

David Tachau questioned whether the interventions with low-performing schools that are proposed on page 16A of the Agenda Book could already be done or whether they would need legislation. He emphasized that he was alarmed at CATS scores in some Jefferson County schools and stated that the Board needs to have the authority to intervene.

Deputy Commissioner Kevin Noland replied that the topic of low-performing schools will be discussed this afternoon and that the topic of filling vacancies with teachers having certain criteria could be discussed at that time.

David Tachau went on to say that he is interested in pursuing that type of provision. Chair Travis asked that Noland help staff craft proposed language on this issue. Deputy Commissioner Noland said that language on this would come back in December.

Chair Travis asked if provisions in the Business Forum's Report would require statutory change. Deputy Commissioner Noland responded that Secretary Fox had done a matrix showing what items would require statutory change from this report and Fox noted that she would share the matrix with Board members.

At this point, Chair Travis asked for a vote on the five proposals contained in the staff note on pages 11-14 in the October Agenda Book. Janice Allen moved to go forward with the five proposals and Janna Vice seconded the motion. The motion carried.

### ***FY2006-08 BIENNIAL BUDGET REQUEST***

Coming forward for this presentation were Petie Day, Robin Kinney and Kevin Noland. Noland indicated that the Board must approve a budget for the Kentucky Department of Education to submit to the Governor's Office of Policy and Management. It was noted that the budget worksheet was contained in the meeting folder.

Commissioner Wilhoit then indicated that he would break down the worksheet as a policy document. His recommendations to the Board in order of priority for funding were as follows:

- A three-pronged approach to increases in SEEK that would provide across the board increases to school employees for salary and cost of living adjustments, additional time for instruction and professional development, differentiated compensation that would provide incentive compensation to teachers.
- Increase in preschool
- Increase in technology

Helen Mountjoy brought up the fact that the Board had talked before about putting a weight in SEEK for limited English proficient (LEP) students since some districts are having this population grow rather quickly. She emphasized that districts cannot continue to absorb this cost.

Commissioner Wilhoit said that staff would come back with a figure for LEP.

Some concerns were expressed about asking for more days and whether schools and districts were using the time they had efficiently. Commissioner Wilhoit responded that teachers must have additional time to interact with each other and add to their skills as



well as additional time to provide instruction. He went on to say that if the Department advocates for additional days, then it must also say to schools to look at how they are using the time they have now.

Due to the need to begin Billy Harper's presentation on the Business Forum's Report, Commissioner Wilhoit indicated that the budget discussion would continue after lunch.

### ***THE BUSINESS FORUM ON KENTUCKY'S EDUCATION REPORT***

Billy Harper, President of the Business Forum on Kentucky's Education, presented a summary of the Business Forum on Kentucky's Education Report to the Board. The main recommendations from the report were as follows:

#### ***Ensure a Successful Beginning:***

##### Preschool and kindergarten

- Fully fund preschool services for all 3- and 4-year-olds who are currently eligible and consider expanding the program for children of the working poor. Fully fund all-day kindergarten for all students.
- Increase collaboration between preschool (including Head Start and family literacy initiatives) and kindergarten programs.
- Provide early screening of all children for reading disabilities and early interventions to help them become independent readers.
- Strengthen health screenings and preventative health care for young children.

##### Child Care

- Require child-care providers to participate in the STARS center rating system as a condition of state licensing.
- Increase minimum qualifications for workers in regulated child care settings (beyond current standards of being 18 years old and free of tuberculosis).
- Increase scholarship funds available for early childhood workers.

### ***Improve Academic Achievement:***

#### **Rigorous Coursework**

- Require a rigorous course of study, such as the Kentucky Scholars program or one that is aligned with American Diploma Project standards, for all high school students and eliminate the track of general courses.
- Develop a model curriculum, which includes more detail than the state's Program of Studies, for voluntary use by schools and districts.

#### **Support for student learning**

- Align teaching and learning to make sure all students learn what they need to make continual progress; for example, require algebra for the end of 8<sup>th</sup>-grade and four years of math for all high school students.
- Require regular diagnostic tests at all grade levels, based on Kentucky's academic standards, and give students the instruction they need to learn at high levels.
- Tie students' grades to the progress they make in meeting the state's standards.
- Reimburse schools for the instruction of non-English-speaking students.
- Extend the school year by 10 school days to provide more time for instruction.

### ***Develop and Reward Effective Teachers and Leaders:***

#### **Teacher quality**

- Establish a task force to conduct a comprehensive review and redesign of teacher preparation and certification programs in Kentucky. This would include requirements for licensure and re-licensure.
- Advocate for raising teacher certification requirements that expand teachers' expertise in the subject they teach. This includes requiring content specialty knowledge of all middle-school teachers.
- Redesign the professional development system to focus on improving instructional practice through such methods as creating academies in content areas, employing master teachers as mentors and trainers, and providing instructional coaches on site.
- Conduct an analysis to determine how much money is spent for professional development and realign the use of the funds to improve instruction.

### Teacher pay and working conditions

- Review and restructure the personnel system for teachers (including tenure) to encourage the ongoing development of skills and continuous improvement of student learning.
- Create incentives to attract the best teachers and principals to low-performing schools.
- Recognize teacher leaders with financial and other rewards.

### Leader quality

- Develop principal training programs based on best practices. This includes developing principals as instructional leaders and requiring that they be in classrooms every day.
- Provide alternate routes for the certification of principals and superintendents.
- Invest in the leadership development of principals and superintendents, focusing on improving school culture and achievement and on the ability to manage change.
- Expand the membership of school councils to include two community members, one of whom would be a private-sector employee.
- Lengthen school council terms of parents and community members to three years.
- Require more and improved professional development for school council members.
- Require school councils to collaborate with district superintendents on the hiring of principals.

### ***Improve High School Performance:***

#### Student engagement

- Develop innovative ways to engage all students in learning. Think differently about how flexible scheduling can be used to meet students' developmental and intellectual needs.
- Develop incentives for students to master basic competencies as soon as possible instead of having to put in "seat time" through graduation.

- Tie financial rewards to rigorous course taking and achievement. For example, the students' scores on the Commonwealth Accountability Testing System, attainment of the Kentucky Employability Certificate and other indicators of college readiness to KEES scholarships.

#### Postsecondary opportunities and transitions

- Align funding systems to give 9<sup>th</sup>-12<sup>th</sup> grade students greater access to postsecondary courses.
- Identify and address barriers to these opportunities, such as the Average Daily Attendance funding process.
- Encourage and provide incentives for pilot programs that allow students to earn a postsecondary credential after 12-13 years of education.
- Require every high school to demonstrate that its graduates have the skills and knowledge necessary to succeed without remediation in postsecondary education and the workplace.

#### ***Hold Individuals and Institutions Accountable:***

##### Elementary, middle and high schools

- Make sure Kentucky's Commonwealth Accountability Testing System (CATS) measures the standards necessary for workplace and postsecondary success (including American Diploma Project standards).
- Implement end-of-course assessments to hold students accountable for meeting the state's academic standards.
- Hold schools accountable for student proficiency in reading and math at the 4<sup>th</sup>- and 8<sup>th</sup>-grade levels.
- Hold superintendents accountable for improving student achievement throughout their districts, partly by imposing consequences on them for continually low-performing schools.
- Hold school councils accountable for improving student achievement, partly by imposing consequences on them for continued low performance.
- Hold principals accountable for their schools' progress on CATS and other objective measures of performance.

- Hold teachers accountable for helping all students meet high standards, in part through measures of student progress over multiple years, such as “value-added” scoring methods that track individual student progress.

#### Public universities and community colleges

- Develop and finance a “performance funding” accountability system for postsecondary institutions that is tied to measurable progress on a broad range of system-wide and institutional goals.
- Hold postsecondary institutions accountable for the preparation and ongoing professional development of highly effective teachers and principals.

#### ***Enhance Workforce Preparation:***

##### Support for P-12 students and adults

- Use diagnostic assessments such as ACT’s Educational Planning and Assessment System (EPAS) with all middle and high school students to provide career guidance and college readiness feedback to students and parents. Strengthen guidance and career exploration services for all students.
- Redesign postsecondary financial aid programs to serve working adults.

##### Collaboration among employers and postsecondary institutions

- Promote and institutionalize the use of industry-based credentials, such as the Kentucky Employability Certificate and the Kentucky Manufacturing Skills Standards Certificate, as part of a statewide approach to certify competencies for workers and employers. These credentials should be used for both adults and high school graduates.
- Increase the responsiveness of the postsecondary system to the needs of employers and working adults, with a focus on developing a more highly skilled workforce with strong academic and updated technical skills.

#### ***Expand Employers and Community Involvement:***

##### Public, parental, and business support

- Develop a public/private marketing campaign to create a sense of urgency among Kentuckians about the need to improve schools.
- Develop tools and technical assistance for employers to inform employers about education issues and to encourage their active participation in and advocacy for education.

- Develop strategies to further engage parents in their children's learning at all levels.
- Engage business and community representatives in a regular review and update of academic standards that are benchmarked to world-class competitiveness.
- Establish ambitious, focused academic goals at the community level that accelerate progress toward statewide proficiency objectives.
- Re-energize the work of the Early Childhood Business Council to provide continuous community feedback.

### ***Improve Management and Alignment:***

#### Effective use of data

- Provide data on student achievement to all stakeholders along with training in how to understand and use it.
- Develop a statewide data system to track individual student achievement through K-12.
- Align data systems across all educational levels to ensure that student access to the next level of education is easily attainable and results are easily tracked.
- Promote data sharing across all education and workforce sectors and make the data easily accessible and understandable.

#### Streamlined system

- Create a high-quality transition from elementary to middle school and from middle school to high school.
- Strengthen the role and authority of P-16 councils to enhance alignment across the system; formalize the council structure at the local and state levels.

### ***REMARKS BY GOVERNOR ERNIE FLETCHER***

Chair Keith Travis welcomed Governor Fletcher to the meeting and invited him to make some remarks.

Governor Fletcher began by thanking Chair Travis for his leadership and the Board members for their hard work. He also recognized Secretary Fox for her leadership, passion for education and focus on P-16 issues and lifelong learning. Fletcher continued

by thanking Commissioner Wilhoit for his work and collaborative efforts with the Governor's office.

Governor Fletcher then gave the following remarks:

- Medicaid is a tremendous challenge because of the increased portion of the budget that it is consuming. Health care, education and economic development are intertwined and finding resources for both education and health care will continue to be a challenge and a priority.
- Thanks to Billy Harper for his leadership in producing the Business Forum on Education Report. The business community is vitally important in moving education reform forward. Families and communities must be inspired to value education and this is where business comes in to raise awareness. Education is the pathway to opportunity. We must address the areas in the Business Forum's report relative to high school reform, low-performing schools and bridging the achievement gap.
- In Kentucky there are 700,000 people on Medicaid and 620,000 students in the K-12 system. This shows that more burden could be placed on the next generation if we don't prevent the brain drain from our state. Human capital must be kept in Kentucky so that they can be educated and provide the revenue base for growth.
- We must help preschool children, specifically the at-risk. As Billy Harper pointed out, there needs to be health screening for all young children.
- Resources must also be focused on educator quality because this will lead to increased achievement.
- Relative to the achievement gap and subpopulation issues, we must find a way to shore up low-performing schools by encouraging the best principals and educators to work there.
- We must address modernizing high schools and be certain that each student has a certain core of knowledge whether or not he/she goes to college or straight to the workplace.
- Leadership is key to successful schools because this relates to improved results. In recent visits to successful schools, it was evident that the superintendent and principals were a vital part of the success in those schools and districts.
- Commissioner Wilhoit and the Kentucky Board of Education members are to be commended for the email they sent out on the need to improve low-performing schools.

- In the future Kentucky must be more competitive and to be more competitive it must have an educated workforce. We had a successful session last time and must stay the course to progress in the areas mentioned above. The Governor's Office will partner with the Department of Education, Education Professional Standards Board and Council on Postsecondary Education to develop a joint agenda for the upcoming session.
- We will continue to make strides in education and give each child the chance to be all he/she can be. Thank you for letting me attend today and address the Board.

### ***FY2006-08 BIENNIAL BUDGET REQUEST (CONTINUED)***

A revised budget sheet was handed out to the Board for consideration. Commissioner Wilhoit said that the new sheet represents a package to set the direction for the future. At this point, Helen Mountjoy moved to approve the Department's recommendations on budget, with the addition of LEP funding, and Bonnie Lash Freeman seconded the motion. The motion carried.

### ***HEARING OFFICER'S REPORT***

Deputy Commissioner Kevin Noland indicated that at the August meeting of the Education, Assessment and Accountability Review Subcommittee (EAARS), the committee approved the amendments to the Board's assessment and accountability definitions regulation. He recognized Hilma Prather for her assistance in getting the committee to approve the amendments to this regulation. Noland went on to say that a September EAARS meeting they approved the school and district accountability regulation that focused on flexibility provisions for the *No Child Left Behind Act*. He also stated that at the August Interim Joint Committee on Education, this body approved the definitions regulation.

Noland moved on to talk about the fact that every two years, schools get performance judgments under the Commonwealth Accountability Testing System. He reminded the Board that there is a process for appealing these judgments but explained that the number of appeals has been less and less each year. This year, Noland said, there were 10 appeals filed with nine eventually being withdrawn. He indicated that one was pursued but explained that it also was recently withdrawn. Noland shared that Bourbon County Middle School choose to accept assistance from the writing consultants as resolution to its appeal; therefore, he said that a proposed order of dismissal is before the Board for consideration. At this point, Hilma Prather moved to dismiss Bourbon County Middle School's appeal and David Webb seconded the motion. The motion carried.

The final item in Noland's report was a Statement of Consideration relative to the nutrition regulation. He explained that the controversial part of this regulation deals with ala carte items in the school foods program.



Jeff Mando suggested that the Statement of Consideration go before the Management Committee to discuss tomorrow and then the committee would bring a recommendation to the full Board. By consensus, the Board agreed.

***DISCUSSION ON CURRENT CONSEQUENCES AND INTERVENTIONS FOR LOW-PERFORMING SCHOOLS AND SCHOOLS WITH SIGNIFICANT GAPS AND PROPOSED CHANGES FOR ADDITIONAL CONSEQUENCES AND INTERVENTIONS***

Deputy Commissioner Linda France indicated that since the August Kentucky Board of Education meeting, practically the entire Department has been focusing on how to increase its intervention efforts and supports to low-performing schools and schools with significant achievement gaps in order to achieve equity and excellence for every student. She noted that during the Department's study on this topic, it was evident that these are complex issues that exist in every school and she stated, as Dr. Daggett says "Every school has its own DNA". France went on to say that many times the DNA of schools are reflective of the DNA of the community. However, she said, nevertheless the Board has set a goal of all schools reaching proficiency by 2014 and has stated that the foundation to the CATS system is the belief in a continuous assessment model. France said that today's discussion would first be framed with a macro view of challenges followed by a micro view of some school situations and finally by recommendations of staff on how to approach these complex issues. From this point on, Deputy Commissioner France used a PowerPoint presentation to focus on the critical issues relative to low-performing schools and closing the achievement gap. As part of the presentation, she pointed out the following:

- If one looks at the state academic index for 2005, it was 77.4. In 2006, the goal is 80.1.
- On top of the Commonwealth Accountability Testing System, Kentucky has to meet the provisions of SB168 and also the requirements of the *No Child Left Behind Act*.
- Relative to the *No Child Left Behind Act*, Kentucky has very specific annual goals as a state and also for each school and district. Relative to subpopulations, many schools and districts in the state have missed the goals in reading and mathematics in the subgroups of African-American, limited English proficient students, free and reduced lunch and students with disabilities.
- Several examples of successful schools' profiles and schools that are struggling were given as part of the PowerPoint presentation.

Following the PowerPoint presentation, Associate Commissioners Johnnie Grissom and Steve Schenck presented the recommendations for intervening in low-performing/gap schools. The recommendations centered around the following topics:

- School culture

- Leadership
- Articulated curriculum
- Effective instruction
- Data-driven decisions and progress monitoring

Under each of the above topics, specific interventions were described in a handout titled “Proposed Regulations and Interventions for Crisis Schools”.

Board members had the following comments during the discussion of the document named:

- It is a misnomer from the last meeting that the Board wanted to be punitive. The discussion was that we need to be more aggressive and there is a sense of urgency for solving the problems.
- We currently have highly skilled educators in these schools and they need to examine the way dollars are spent if they don’t already do this as part of their duties.
- We need to empower the highly skilled educators to be able to accomplish tasks in these schools.
- The recommendations need to be extended to include Tier 4 schools.
- The goal is to improve low-performing schools, but it is not evident in the recommendations what role the district has in any of this.
- The proposals show tremendous progress from the last draft the Board reviewed; however, the next draft needs to have more of a consumer orientation and also bring student feedback into the process.
- We still need to pursue incentives for skilled educators and administrators to be able to transfer into low-performing schools. Additionally, the recommendations are not reflective of actions related to the parents and communities.
- The community is not an add-on and a marketing strategy to get the community involved must be included.
- Staff may want to look at different council allocations for some schools because some may need more help than others.

Deputy Commissioner Linda France indicated that staff will go back and review the recommendations made by the Board at this meeting and come back to the December meeting with a revised document. She reminded the Board that there is no silver bullet for all schools and that the focus must be on each individual child.

***704 KAR 3:305, MINIMUM REQUIREMENTS FOR HIGH SCHOOL GRADUATION***

Deputy Commissioner Linda France opened the conversation by presenting a brief PowerPoint with the following content:

- Today, we bring recommendations on minimum high school graduation requirements after consulting with students, teachers, principals, parents, local superintendents, numerous advisory groups, numerous national groups and numerous state groups.
- The recommendations will be framed around the three Rs: relationships, relevance and rigor. Within these three areas, staff will be addressing the individual graduation plan and high school graduation requirements.
- Behind the recommendations is the goal of having zero dropouts and having students graduate fully prepared to enter postsecondary education or the workforce.
- The timeline for the effectiveness of these minimum high school graduation requirements would be the graduating class of 2010.
- In August, the Board asked us to strengthen and expand high school graduation requirements. It also asked that we not just add on credits but look at the rigor and relevance of the credits.

Michael Miller then used a handout that gave a side-by-side comparison of the current minimum high school graduation requirements and the new proposal on minimum high school graduation requirements. That handout appears below:

<b><i>Current Requirements</i></b>	<b>Possible Proposed Requirements For Discussion and Feedback</b>
<b>Language Arts</b> 4 credits (English I, II, III, IV)	<b><i>Language Arts</i></b> Four (4) credits to include the content strands of reading, writing, speaking, listening, observing, inquiry, and using technology as a communication tool. Language arts shall be taken each year of high school.

<b><i>Current Requirements</i></b>	<b>Possible Proposed Requirements For Discussion and Feedback</b>
<p><b><i>Social Studies</i></b> 3 credits (to incorporate U.S. History, Economics, Government, World Geography, and World Civilization)</p>	<p><b><i>Social Studies</i></b> Three (3) credits to include the content strands of historical perspective, geography, economics, government and civics, and culture and society</p>
<p><b><i>Mathematics</i></b> 3 credits (Including Algebra I, Geometry, and one elective)</p>	<p><b><i>Mathematics</i></b> Three (3) credits to include the content strands of number and computation, geometry and measurement, probability and statistics, and algebraic ideas and including the following minimum requirements: 1. One mathematics course taken each year of high school to ensure readiness for postsecondary education or the workforce based on the student's Individual Graduation Plan; 2. Required courses shall include: Algebra I, Geometry, Algebra II or a course of equal rigor; and 3. The minimum course for credit shall be Algebra I;</p>
<p><b><i>Science</i></b> 3 credits (including life science, physical science, and earth space science)</p>	<p><b><i>Science</i></b> Three (3) credits that shall incorporate lab-based scientific investigation experiences and include the content strands of biological science, physical science, earth and space science, and unifying concepts;</p>
<p><b><i>Health</i></b> ½ credit</p>	<p><b><i>Health</i></b> One-half (1/2) credit to include the content strands of individual well-being, consumer decision, personal wellness, mental wellness, and community services;</p>

<b><i>Current Requirements</i></b>	<b>Possible Proposed Requirements For Discussion and Feedback</b>
<b><i>Physical Education</i></b> ½ credit	<b><i>Physical Education</i></b> One-half (1/2) credit to include the content strands of personal wellness, psychomotor, and lifetime activity;
<b>History and Appreciation of Visual and Performing Arts</b> ( or another arts course which incorporates this content) 1 credit	<b><i>History and Appreciation of Visual and Performing Arts</i></b> One (1) credit to include the content strands of arts, dance, music, theatre, and visual arts (or another arts course which incorporates this content) or a standards-based specialized course based on the student's Individual Graduation Plan;
<b>Electives</b> 7 credits	<b>Academic and career interest standards based learning experiences</b> Seven (7) credits including four (4) standards-based learning experiences in an academic or career interest based on the student's Individual Graduation Plan;
<b><i>World Language</i></b> <i>No current minimum requirement for high school graduation</i>	<b><i>World Language</i></b> <i>Demonstrated proficiency in understanding and communicating in a second language</i>
<b><i>Technology</i></b> <i>No current minimum requirement for high school graduation</i>	<b><i>Technology</i></b> <i>Demonstrated performance based proficiency in technology</i>
<b>Total Credits: 22</b>	<b>Total Credits: 22</b>
<b><i>Additional Changes:</i></b> <ul style="list-style-type: none"> <li>▪ More detail about the district and school responsibility and content of Individual Graduation Plans</li> <li>▪ Effectiveness and results of Individual Graduation Plan process factors into the Accountability Index</li> <li>▪ Defines Standards-based Carnegie unit of credit as consisting of 120 hours of instructional time in one subject</li> <li>▪ Allows for credits to also be awarded as standards-based performance-based credit and criteria for such</li> <li>▪ Further outlines high school credits awarded to students while in middle school</li> </ul>	

Michael Miller summarized that there are still twenty-two credits for the minimum requirements for graduation but said the main change is the added rigor.

Dorie Combs indicated that she thought a start date of the graduating class of 2010 was too soon and believed a phase-in might be needed. She was concerned about the issue of

having an adequate number of foreign language teachers and was worried about asking districts to do more with less resources.

Commissioner Wilhoit said he was cautious about using a phase-in process. He emphasized the need to move ahead and advocated for students to face the new minimal requirements.

Jeff Mando echoed Commissioner Wilhoit's sentiments and said he thinks the Board needs to move ahead full force with these new requirements. Mando thought that 2010 was really too long to wait.

Commissioner Wilhoit noted that the Department will need to have a more substantial conversation about world language and how support is developed to begin teaching this in the elementary school.

Associate Commissioner Starr Lewis indicated that one area where staff will need guidance is whether to require Algebra II for all students or provide an opt-out provision. She said that there are three states that say they require Algebra II for all, but explained these states do allow students to opt-out.

David Tachau then asked the commissioner for his recommendation and Commissioner Wilhoit responded he does not like an opt-out option because it is an easy way to let students out of content requirements.

At this point, Commissioner Wilhoit introduced a new exchange teacher from China who is working with the Department to take mandarin Chinese and get it available as a course for the Virtual High School. He asked Jane Zhao to stand.

#### ***704 KAR 3:340, COMMONWEALTH DIPLOMA PROGRAM***

Division Director Michael Miller indicated that the Commonwealth Diploma was created in the 1980s and clarified that it is a district option whether to offer this diploma. He reported that those districts who participate make a big deal out of the Commonwealth Diploma at the graduation ceremonies. Miller noted that to get the Commonwealth Diploma it requires students to take four Advanced Placement or International Baccalaureate classes in the categories of English, science, math and foreign language. He went on to explain that students must also participate in the exams in at least three of the courses; however, he stated that the grades on the exams do not matter as far as whether students receive the Commonwealth Diploma or not.

Miller continued by sharing the new proposals as follows and said this would begin with the graduating class of 2010:

- Provide for student choice and flexibility through closer alignment of the Commonwealth Diploma to the Individual Graduation Plan;

- Require at least one passing score on one AP or IB exam that would be taken prior to the senior year in order to get scores back in time for the award;
- Offer a dual focus (academic and career and technical) that would provide for cluster alignment to the Individual Graduation Plan and possibly increase student achievement;
- Include a score requirement on the SAT or ACT for the Commonwealth Diploma;
- Continue to provide reimbursements for the AP exams and expand reimbursements to include IB, if a minimum score of 3 is earned on the AP exam and a minimum score of 4 is earned on the IB up to the maximum number of courses required within the regulation to earn the Commonwealth Diploma; and,
- Allow only students with disabilities to count American Sign Language as the foreign language requirement.

Board members expressed the following comments about the proposed changes to the Commonwealth Diploma regulation:

- The idea of a career and technical focus is a good addition to the Commonwealth Diploma. However, a concern exists on having a minimum SAT or ACT score and the justification for this needs to come forward.
- A good reason exists for the SAT or ACT criteria, but perhaps the score needs to be adjusted.

***REVISION OF 702 KAR 7:125, PUPIL ATTENDANCE, TO ALIGN FUNDING POLICY TO FACILITATE SECONDARY SCHOOL REFORM***

Deputy Commissioner Linda France indicated that this discussion is an opportunity for looking at a different way of funding at the high school level and perhaps awarding credit for performance. She then asked Linda Pittenger to talk about the proposed changes to the pupil attendance regulation.

Division Director Pittenger noted that currently funding is tied to seat time. She referred Board members to page 82 in the Agenda Book where two options are offered for considering funding in a different manner as follows:

- The pupil is participating in standards-based performance-based credit that complies with 704 KAR 3:305. A student may be counted in attendance for performance-based credit for a class or block for the year or semester in which the student initially enrolled in the class or block if the student demonstrates proficiency; or,

- The pupil participates in a program at a school that is authorized by the Commissioner of Education to design and deliver an educational program so that graduation requirements are based on student proficiency of standards and performance rather than time and Carnegie units.

Pittenger clarified that one of the options above offers an individual option and the other offers a school-wide option. Concern was expressed by several Board members on the definition of proficiency. A concern was also expressed about the need to address attendance. Staff was asked to think about these issues and address them when the regulation comes back to the Board at the December meeting.

## ***CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE MEETING***

### **Action/Discussion Items**

1. **704 KAR 3:325, Effective Instructional Leadership Act (Final).** Chair Bonnie Lash Freeman asked Steve Schenck to summarize the status of and changes to this regulation. Associate Commissioner Schenck indicated the changes to the regulation have been well received by all audiences. He emphasized that the changes save the districts paperwork and prevent instructional leaders from waiting until the second year to build up hours.

Chair Freeman noted that that LSAC seems to be suggesting more flexibility for how many hours can occur in the first year. She clarified that educators can go beyond what is specified but said there still must be twenty-one in the second year.

At this point Dorie Combs moved final approval of 704 KAR 3:325 and Helen Mountjoy seconded the motion. The motion carried.

2. **Waiver Request of 704 KAR 3:305, Minimum High School Graduation Requirements from the Franklin County School District.** At this point, Hilma Prather asked to recuse herself from the discussion and vote on this issue. Then, Division Director Michael Miller proceeded to explain that the Kentucky Board of Education establishes minimum high school graduation requirements and that periodically changes occur in these requirements. He said that a request from an individual to waive the current twenty-two credits for minimum high school graduation requirements was received from the Franklin County School District. Miller said that when the person should have graduated, the minimum requirements were set at 18. He also said that due to a misunderstanding with the local district, she was advised that the Board could waive the minimum high school graduation requirements.

Helen Mountjoy stated that she really regrets the situation, but emphasized there does not seem to be a way to step away from the current requirements for a diploma.



Then, Janna Vice regretfully declined the request for waiver of the minimum high school graduation requirements and Dorie Combs seconded the motion. The motion carried.

### **Review Items**

1. **704 KAR 3:480, Reading diagnostic and intervention grants.** Division Director Michael Miller noted that the Board heard mention of Read to Achieve in this morning's meeting and explained that this regulation is the one required by statute to implement that program. Miller clarified that previous legislation and a regulation existed around the Early Reading Incentive Grant Program and that staff altered that regulation to bring it into alignment with the Read to Achieve requirements. He stated that staff has met with the Governor-appointed steering committee that is required to advise the Kentucky Board of Education and Department on this program. He indicated that the steering committee has seen the proposed amendments to the regulation and said that they will see the regulation again at their November 4 meeting. Additionally, Miller noted staff will get feedback from the Collaborative Center for Literacy Development that has many broad functions, but one in particular is to evaluate the Read to Achieve program. Miller advised the Board that staff met with the Secretary of Education and the First Lady as implementation of this program was developed and said the major shift from the Early Reading Incentive Grant Program to Read to Achieve is to address intervention for students that need this instead of implementing a whole-school reading approach. He also explained that the intent is to move away from a competitive grant program so that every student that needs it will have access to funds for intervention. In summary, Miller said that the amendments to the regulation bring its language in line with requirements of the statute.

Hilma Prather asked if the science requirement was removed and noted now the grants are \$70,000 each. Michael Miller responded that Prather's observation was correct but said the advisory committee may revisit this issue.

Dorie Combs asked why the term "model" was taken out. Miller replied that it was due to making the language consistent with Reading First language.

Ms. Prather then asked if it needs to be clarified the funds can be received for more than one year and Michael Miller responded that staff is not allowed to repeat statutory language within a regulation.

At this point Helen Mountjoy said that the staff note indicates there were 108 applications submitted with 95 being funded. She asked why some were turned down and Miller indicated that it was based on the quality of the proposal and the dollars available.

It was noted that this regulation would come back to the committee for consideration of final approval at the December meeting.

2. **703 KAR 5:140, Requirements for school and district report cards.**  
Department staff Hunt Helm and Jim Welp appeared to respond to questions about proposed changes to the regulation. Welp indicated that the Local Superintendents Advisory Council and the district report card coordinators supported the proposed changes.

Commissioner Wilhoit stated that he was interested in the report card reflecting how many students from the schools stayed the second year in college and also the number that required remediation. Wilhoit suggested that a reflection of the size of school's achievement gap would also be a useful data element to reflect.

Associate Commissioner Hunt Helm indicated the problem is that the high school feedback report is only issued every two years so that data on these issues would not be current. Wilhoit added that this feedback report also does not reflect all Kentucky colleges and universities. He said staff will do more work on some type of element to reflect the data in this area and come back in December with a recommendation.

Helen Mountjoy thought that all the things in the report card are good to include but thought it would be helpful to get the new model in front of some parents before coming back to the Board in December. She also suggested a review by the School Curriculum, Assessment and Accountability Council.

Bonnie Lash Freeman added that the Commonwealth Institute for Parent Leadership would be another forum that could give an opinion on the format of the report card as well as family literacy groups.

It was pointed out that this regulation will come back in December for consideration of final approval of the proposed amendments.

### **Other Issues**

1. **Examples for Distinguished Performance for On-Demand Writing.** Janna Vice noted that several people have pointed out to her that on the Department's website there are no examples for the Distinguished level of performance in on-demand writing. She asked if this could be rectified and Deputy Commissioner Linda France replied she will research this and see that it is fixed.

**Thursday, October 6, 2005**

***KBE AUDIT COMMITTEE MEETING***

**Information Item**

1. **Auditor of Public Accounts' Statewide Single Audit Report for Year Ended June 30, 2004.** Associate Commissioner Robin Kinney went through the recommendations from the statewide single audit, done by the Auditor of Public Accounts on the Kentucky Department of Education, and went over the recommendations for correction. She noted there were four recommendations and assured the committee that the Department had taken measures to correct all four findings. Chair Janna Vice indicated that the Department staff had done a good job in making the corrections pointed out by the Auditor of Public Accounts.

**Action/Discussion Item**

1. **Financial or Program Functions that should be audited in Fiscal Year 2006 using the Auditor of Public Accounts to perform an agreed upon audit procedure for the review.** Deputy Commissioner Kevin Noland indicated that each year the Department comes to the committee to ask what areas the state auditor should examine in its audit. He noted that last year the committee picked two areas and said the state auditor came back once the audit was completed to apprise the committee of the results. This year, he indicated that staff is recommending three areas for examination by the state auditor as follows:
  - Indirect cost rate calculations and application;
  - Compliance with the federal cash management act, because if there was noncompliance there could be exposure for interest and penalty to be paid back to the federal agencies; and,
  - Compliance with Title I requirements for sub-recipient monitoring.

Chair Janna Vice asked if there were any questions or objections with the three areas staff were proposing. Since there were none, a motion was made and seconded to the accept staff's recommendations for the three areas to be audited in FY2006. The motion carried.

***THE KENTUCKY EDUCATION EXCELLENCE SCHOLARSHIP PROGRAM (KEES)***

Coming forward for this presentation were Associate Commissioner Starr Lewis, Division Director Linda Pittenger and Joe McCormick, Executive Director of the Kentucky Higher Education Assistance Authority. Starr Lewis began by saying that today the Board would be asked to look at what the Kentucky Education Excellence Scholarship Program (KEES) curriculum should be with the goal being to bring high

school graduation requirements, the Commonwealth Diploma and KEES into alignment so that one message concerning high school learning can go out. Lewis said it will clearly need to identify the requirements that students should take in order for them to be successful in high school and move on to college or the workplace. She reminded the Board that the changes they would be considering are contained in a regulation under the authority of the Kentucky Higher Education Assistance Authority; thus, she emphasized the Board is being asked to play an advisory role today. Lewis shared that colleagues from the Council on Postsecondary Education, Kentucky Higher Education Assistance Authority and the Kentucky Department of Education have all been at the table to discuss the proposed changes and the need to speak with one voice relative to requirements. She indicated that Linda Pittenger and Joe McCormick would now guide the Board through the policy issues and ask members for their input.

Linda Pittenger explained that within the staff note under policy issues, the format that appears is the one that has been used by the working group in its discussions. She then went through each of the policy issues as follows:

- Should the KEES curriculum be revised to meet postsecondary expectations?

*KDE Recommendation:* The KEES curriculum should align with the revised Kentucky Board of Education high school graduation requirements.

Ms. Pittenger pointed out that the issue of students taking less rigorous courses in high school to protect their GPA exists. She also noted that 40% of the KEES dollars are lost after the freshman year in college because students cannot meet college GPA requirements.

Dr. McCormick said that the KEES program requirements actually call for a college preparatory curriculum in order to achieve KEES eligibility. He explained that KHEAA has not had the capability to determine when a high school sends it students' grades if they took college preparatory courses or not. McCormick said that KHEAA is simply taking the GPA recorded by schools. He went on to say that an entering college freshman must have a 2.5 to get credit for KEES and then must maintain a C+ to renew the funds for their sophomore year. McCormick noted that this is a very low requirement since most scholarships require a 3.0 or above to continue eligibility.

Dorie Combs indicated that the discussions at the Pre-K to 16 Council would indicate support for this recommendation. Bonnie Lash Freeman also indicated support from conversations she heard at the Council on Postsecondary Education Regents training because the comments made there were that the group should see what the Kentucky Board of Education ends up with for their minimum graduation requirements.

- Should Kentucky's minimum graduation requirements be revised to meet postsecondary and skilled workplace expectations, such as at least the following:
  - 4 credits in English

- 4 credits in mathematics (including algebra I, geometry, and algebra II)
- 3 credits in science (biology, physics, and chemistry; lab-based or experiential)
- 3 credits in history and social sciences
- 2 credits in a language other than English (or demonstrated competency)
- 4 credits in rigorous electives (which can be technically applied courses)

*KDE Recommendation:* The KEES curriculum should align with the revised KBE high school graduation requirements. The Board is considering revisions to the minimum high school graduation requirements as a separate agenda item. The recommendations of the work group are consistent with the proposed changes to 704 KAR 3:305, Minimum Requirements for High School Graduation, with one slight exception. In mathematics, the KEES work group has discussed four credits in mathematics to include algebra I, geometry and algebra II. The proposed changes to graduation requirements include algebra I, geometry, algebra II or a course of at least equal rigor, and mathematics every year.

By consensus, the Board supported this recommendation.

- Should the KEES ACT supplementary award threshold of 15 (composite) be raised to 18, or higher?

*KDE Recommendation:* The KEES ACT supplementary award threshold of 15 should be raised to 18.

Linda Pittenger noted that this is one of the most discussed issues within the work group. She said that the Kentucky Department of Education believes the composite should be raised from 15 to 18 because a 15 does not indicate readiness for college. Pittenger explained this would require a statutory change.

Dr. McCormick emphasized that 15 is not sufficient for students to do college work and said students need to know this early in their education careers so that they can prepare to make the required score. He felt that it is not doing students any favor by letting them qualify with a 15.

Commissioner Wilhoit added that the ACT organization indicates an 18 is necessary for minimum success in English and language arts and a 22 for mathematics. He thought that allowing lower than an 18 is setting students up for failure.

Ms. Pittenger went on to say that the Council on Postsecondary Education's uniform placement policy now requires an 18.

By consensus, the Board supported the recommendation.

- Should the grading scale for KEES awards calculations be standardized?

*KDE Recommendation:* Standardization of the grading scale should not be required and the current procedures should remain in place. Other options, such as the use of end-of-course assessment results, should be considered.

Linda Pittenger explained that there currently is no standardized grading scale across school districts, which brings up equity issues with KEES. She stated the point is that no method has come forward to solve this problem and thus no change is recommended in the current procedure. She clarified, however, if a change is made at some point, it would require a statutory change.

Bonnie Lash Freeman asked about the mention of end-of-course assessments and whether this would require a statutory change if implemented.

Linda Pittenger replied affirmatively and said when end-of-course assessments are validated, these could perhaps provide a standardized measure. However, she indicated this possibility is at least two years away.

The Board concurred by consensus with this recommendation.

- Should KEES awards be granted for algebra I or higher mathematics courses that qualify for high school credit when taken in middle school (though awarded in high school)?

*KDE Recommendation:* Credit for algebra I taken in middle school should qualify for high school credit. It is acceptable that a KEES award for work done prior to the 9<sup>th</sup> grade year be applied at the end of the 9<sup>th</sup> grade year, as an addition to awards for mathematics actually taken during the 9<sup>th</sup> grade year.

Ms. Pittenger shared that many middle school students are already taking algebra I in middle school and in order to make this provision operational, these students would get the credit for algebra I taken in middle school at the end of 9<sup>th</sup> grade. She clarified that this has to be applied in this manner because the statute says the students have to have high school status.

The Board concurred by consensus with this recommendation.

- Should Jeff Green Scholars (students with a 4.0 GPA all four years of high school and a 28 composite score on the ACT) receive an additional KEES award of \$1,500?

*KDE Recommendation:* Jeff Green scholars should receive an additional award of \$1,500.

Ms. Pittenger explained that the Department supports this recommendation to try and keep talent within the state but admitted there is a question of whether \$1,500 is enough to matter to these students. She also explained that this change would have a fiscal impact of an additional \$1.3 million per year.

Chair Keith Travis asked for the total cost of the KEES and Joe McCormick replied that it is \$81 million. McCormick also explained that 100% of the net proceeds of the lottery go to KEES and needs-based programs. The problem is, McCormick explained, these dollars don't take program growth into consideration. He noted that the needs-based program is currently running \$50-70 million short of funding.

David Tachau inquired if raising the ACT minimum score to 18 would produce sufficient funds for the additional amount to Jeff Green Scholars. McCormick replied that this would not produce sufficient dollars.

Helen Mountjoy commented that more than likely the students that qualify for the Jeff Green Scholars program are going to get what they need to attend college and it seemed to her to be problematic to offer a \$1,500 award. She suggested some other type of recognition and perhaps a lesser amount.

Dr. McCormick noted that the issue to struggle with is what to do to keep talented students in Kentucky because lots of schools will pay these students big bucks to get them to attend their institutions. He characterized it as a bidding war and questioned whether KHEAA wanted to get into that war.

Hilma Prather indicated that there is no way KEES can compete in a bidding war.

Dorie Combs thought that it comes down to whether in-state institutions want to compete to keep these students within the state.

Keith Travis said that it does not make sense to give more to Jeff Green Scholars when the needs-based program is short to begin with. He said he was confused by the Department's recommendation.

Dr. McCormick explained that the recommendation was based on the fact of trying to get the student up to a scholarship amount where it covered the cost of tuition.

The Board was not supportive of giving more dollars to Jeff Green Scholars due to the current financial status of KEES and the needs-based programs.

- Should extra weight be allocated for dual credit courses taken in the pre-college curriculum (including the four electives), just as AP and IB courses are given extra weight?

*KDE Recommendation:* Extra weight should be allocated for dual credit courses taken in the pre-college curriculum if the courses meet content and performance standards and students demonstrate mastery of the content.

Linda Pittenger explained that the Department is agreeable to give extra weight for dual credit courses if there is some way to get postsecondary institutions to determine the rigor of the courses. She noted that use of dual credit courses is on the increase with 17,000 students taking these types of courses last year.

Dorie Combs said the likelihood of getting colleges to agree on the rigor for college-level courses is highly unlikely.

- Should KEES awards be used to fund dual credit course taking?

*KDE Recommendation:* KEES awards should be used to fund dual credit course taking if the courses meet content and performance standards and the student demonstrates content mastery.

Although Ms. Combs did not think that colleges could agree on the rigor of courses, she thought that funding dual credit courses should be supported by the Board because in some cases students would not be able to afford these courses without the availability of these funds. She felt that in some cases it could make a difference in whether a student went to college or not.

- Should Kentuckians who have completed undergraduate study out of state be allowed to use their allotted KEES funds for graduate school in Kentucky?

*KDE Recommendation:* Kentuckians who have completed undergraduate study out of state should not be allowed to use their allotted KEES funds for graduate school in Kentucky due to the large fiscal impact that would occur in tight economic times. Until additional funds become available for this purpose, the focus of the program should remain on students pursuing a high school diploma in preparation for an undergraduate education.

Linda Pittenger said that the work group felt that middle school and high school students must remain the first priority of the KEES program.

Janna Vice and Hilma Prather agreed that the original intent of the program and said the remaining priority must be for undergraduate education.

- Should the five-course-per-year requirement for KEES eligibility be changed?

*KDE Recommendation:* The proposal is to change the five-course-per-year requirement to a credit requirement.

Ms. Pittenger indicated this would take a legislative change but could be operationalized through helping districts with coding.

At the conclusion of the discussion, Associate Commissioner Starr Lewis brought up that the Local Superintendents Advisory Council suggested that since the Department is moving to a new design for its assessment in 2007 and beyond that will use common



items, a CATS requirement should be added to the KEES criteria. She indicated that staff will have more conversation on this topic with Dr. McCormick at a later time.

### ***KENTUCKY'S WRITING PROGRAM: SYSTEMATIC APPROACH TO INSTRUCTIONAL ETHICS AND PROFESSIONAL DEVELOPMENT***

Coming forward for this topic were Associate Commissioner Starr Lewis, Policy Advisor Nancy LaCount and Branch Manager Cherry Boyles. Associate Commissioner Lewis began by indicating staff have been trying hard to get out the message of the practices that are in violation relative to the writing portfolio and writing assessment. She indicated that staff began sharing the administrative guidelines with the district assessment coordinators and highly skilled educators and also will consult with a number of other groups for input. Lewis emphasized that staff is hitting hard the many practices that have been in violation. Lewis then called Board members' attention to page 165 in the Agenda Book that showed the CATS principal certification of proper test administration and pointed out that there is no mention of the writing portfolio. She then asked members to turn to page 166 that showed the district assessment coordinator certification of proper test administration form. Lewis noted that it, too, did not mention the writing portfolio. She stated that staff is proposing that a revised version of these forms be issued in the fall that would focus on writing portfolios as well as testing practices in general so that the forms would provide a dual purpose early in the school year. Lewis commented that this proposal had been discussed with the Office of Assessment and Accountability staff and reported that they agree this would be a good procedure to implement.

Associate Commissioner Lewis then moved on to highlight just a few things that staff is pursuing relative to clarifying proper administration of the writing portfolio and writing assessment. She shared the following:

- Staff regularly communicates with the writing cluster leaders across the state and will continue to use that network to get out information.
- KET will be relied on to help get some information out. Next week, Associate Commissioner Pam Rogers and herself will be going on KET for a fifteen-minute telecast that would produce a program appropriate for use in faculty meetings. The idea is to send a message on what practices would be in violation and would be investigated. Lewis emphasized that the goal is for the writing consultants to be seen as an assistance to schools and districts so that is why the associate commissioners within the Department would carry the message.
- A new version of the KDE program on marking up a piece of writing will be produced and done by Associate Commissioner Lewis.
- Lewis will also do a new KET program on conferencing and other appropriate topics relative to the writing portfolio and writing assessment.

Cherry Boyles then indicated that a training is in the works for new cluster leaders and noted that CTB and the Office of Assessment and Accountability are partners in configuring this training. She also said that a fall session with representatives from every district is being discussed as well as other training on scoring training for cluster leaders. Boyles shared that in the summer, the closing the achievement gap institute will incorporate inquiry techniques for closing the gap as well as appropriate writing instruction as part of its training.

Associate Commissioner Lewis went on to say that Ms. Boyles had shared the administrative guidelines with groups and noted that the district assessment coordinators had given her language changes because they did not like the word “unethical” and suggested “in violation” instead. Lewis reported that the School Curriculum, Assessment and Accountability Council was pleased with the guidelines and indicated they were on target.

Helen Mountjoy had a question about the word “appropriateness” of using community people to give students input on their portfolio pieces. She said she wasn’t sure that these people are always appropriately prepared to help students. Associate Commissioner Lewis replied that the guidelines could be more explicit in this area and Mountjoy said it needs to be specific as to the use of community volunteers.

David Tachau indicated he was impressed with the content in the latest draft of the administration guidelines but said it needs to become a good communication piece in addition to identifying inappropriate practices. Tachau suggested that Starr Lewis and her staff work with the communications staff on the format for the document so that it is in a simpler form that would be understandable by parents.

Cherry Boyles responded that the Department does have a parent handbook called “Sharpen Your Child’s Writing Skills”. Bonnie Lash Freeman commented that she tried to use this handbook in the summer and felt it was too dense and not on a level for lower level readers. Freeman suggested that staff go back and work with Hunt Helm on this document as well.

Commissioner Wilhoit emphasized that there are two policy questions the Board needs to consider as follows:

- Do you think this document will lead the field to understand and use appropriate instructional practices in writing?
- Can one walk away after reading this document and have confidence that the Kentucky Board of Education and the Kentucky Department of Education are addressing the abuses in writing?

Dorie Combs stated that the document is much more specific than the last draft but said the communication focuses on teachers and cluster leaders with no mention of instructional leaders, such as the superintendent, instructional supervisors, principals,

district assessment coordinators, etc. She felt that the communication must start from the top down.

Associate Commissioner Starr Lewis said that the Kentucky Instructional Leadership Network is the place where most of these leaders can be targeted but said staff will intensify its efforts to communicate with instructional leaders.

Keith Travis commented that on certification forms that business persons have to sign, there is a line in the document that indicates if the person willfully violates the terms, the result would be the termination of his/her job. He said that this would raise the level of awareness to the importance of appropriate administration practices and would send a clear message to the target audiences.

Janna Vice thought that staff had formulated many positive plans for training but wondered about training for new teachers. She suggested working with the Education Professional Standards Board and colleges of education to help prepare new teachers to administer the writing portfolio and writing assessment. She also felt that the area of mechanics needed to be raised to the forefront and agreed with the need for a format change in the administration guidelines. Vice also asked for clarification in the document of what is meant by not allowing assistance from persons that would diminish the personal ownership of the portfolio.

Helen Mountjoy reminded staff that she hears constant complaints on the number of rewrites required of students on their portfolio pieces. She felt this was not covered adequately and said that it needs to be clarified with stronger language. Hilma Prather asked staff to go back and review the document for ambiguous language such as clarifying what excessive conferencing means.

Bonnie Lash Freeman asked staff to think about making sure language is clear and it transmits to teachers since much of the professional development is not provided directly to the classroom teachers.

Janna Vice noted that the NCAA requires head coaches to watch a video on rules with a stiff penalty if they do not comply. She thought this might be an idea to use for instructional leaders.

David Tachau emphasized that the Board is really talking about saving the writing portfolio. He thought that words like “ethical” and “unethical” might need to be kept in the administration guidelines to help change the culture within schools.

Hilma Prather added that she is more comfortable with this version of the administration guidelines than the last but said she is still not completely satisfied. Prather felt that in many places, staff is doing a new and revised version of the same thing and there needs to be the impression that the approach is different and stronger.

### ***MANAGEMENT COMMITTEE MEETING***

### **Action/Consent Items**

1. **2005-06 Local District Tax Rates Levied.** Associate Commissioner Kyna Koch indicated that an amended list of districts asking for their tax rates to be approved was being disseminated to the committee and asked that the committee vote on the amended list. Jeff Mando then moved approval of all submitted 2005-06 local district tax rates levied and Janice Allen seconded the motion. The motion carried.
2. **District Facility Plan for Grayson County.** Division Director Mark Ryles directed the committee members to page 192 of the Agenda Book where he said that Priority 1C needed to be deleted and that Wilkey Elementary should be item 1. At that point, Jeff Mando moved approval of the facility plan for Grayson County and David Tachau seconded the motion. The motion carried.
3. **District Facility Plan Amendments: Barren and Pulaski Counties.** Division Director Mark Ryles indicated that these facility plan amendments were routine and asked the committee to approve them. At this point, Janice Allen moved approval of the facility plan amendments for Barren and Pulaski Counties and David Rhodes seconded the motion. The motion carried.

### **Action/Discussion Items**

1. **Request by the Jefferson County Board of Education to use an alternative formula to allocate funds to school councils in 2006-07.** Associate Commissioner Kyna Koch indicated that this item is quite routine and said last year Department staff did an elaborate crosswalk to determine if the proposal would yield at least the same amount of dollars as the state formula. She indicated that nothing had changed within Jefferson County's proposal and verified that Susan Weston with the Kentucky Association of School Councils was in agreement that the alternative SBDM formula was acceptable. At this point, David Tachau moved approval of Jefferson County's request for an alternative SBDM formula and David Rhodes seconded the motion. The motion carried.
2. **Declaration of Emergency in the Jackson Independent School District.** Associate Commissioner Kyna Koch said that this item was not unexpected because Jackson Independent ended the 2004-05 school year with an \$87,000 deficit. She noted that the district has presented a balanced budget for 2005-06 with a 2% contingency and stated they are working toward solving the problem. Koch let the committee know that Jackson Independent has presented a new nonresident contract proposal to the Breathitt County Board.  
  
Jeff Mando asked if the committee and Board approve this item if all of the district's expenditures would be approved by the Commissioner and Kyna Koch responded affirmatively.

Committee Chair David Webb asked Ms. Koch to comment on the general fund debt that the district has incurred. Ms. Koch explained that the district was growing with no knowledge that Breathitt County would end the nonresident student agreement and stop the growth. She indicated that Jackson Independent had acquired property adjacent to the school along with a computer lease and bus expenses that make up the general fund debt.

Chair Webb indicated that an issue for the future is whether Department staff should approve general fund debt for a district in a situation where revenue is dependent on a nonresident contract. Ms. Koch assured the committee that staff would approve general fund debt for computers and buses but not for property in the future.

Mr. Webb then asked for an explanation of what emergency declaration means. Ms. Koch responded that it means a Department person will be on site in the district one to two days a week and that every expenditure must be approved by a designee of the Commissioner. She went on to say that staff will attend every local board meeting and provide very intense monitoring.

At this point, Janice Allen moved approval of the declaration of emergency in the Jackson Independent School District and Jeff Mando seconded the motion. The motion carried.

Jeff Mando then asked if the committee could be updated whenever staff finds out if Breathitt County accepted or rejected the new nonresident student agreement. Ms. Koch replied affirmatively.

### **Review Items**

1. **Identification of District Watch List.** Associate Commissioner Kyna Koch reported that Jackson County and Fulton Independent are being put on the watch list. She said that it is very troubling for Jackson County because it is the fourth year in a row that they have been on the list. Koch stated that staff will do follow-up to the Management Audit next week and said the district just voted to go to a 4-day school week and then bus students in for meals on the fifth day. Due to the district being on the watch list for four years in a row, Ms. Koch said that she will be working with Kevin Noland to see if the law will allow more intervention in this situation and come back to the committee with that information in December.

Jeff Mando questioned at what point is there question of malfeasance or nonfeasance and how bad does the Board need to let it get before action is taken. Ms. Koch responded that staff has gone about as far as it can in being helpful and indicated that more intensive action is needed.

David Rhodes then asked what else could be done. Associate Commissioner Kyna Koch replied that the statute does allow state assistance or management assistance without a district being in deficit.

Kevin Noland added that Jeff Mando had referred to a continued pattern of violation of state law and thought the committee and/or the Board may want to do a letter to the local board citing the problematic history with a date for corrective action to occur.

Chair Webb stated that the committee should wait until it gets the Management Audit results and then decide if any action is justified.

Relative to Fulton Independent, Kyna Koch indicated the district had already taken extreme measures to rectify the problems. She was confident that this district would not be on the watch list next year.

### **Action/Discussion Items (continued)**

3. **Statement of Consideration Relating to 702 KAR 6:090, Minimum Nutritional Standards.** Deputy Commissioner Kevin Noland indicated that the final public hearing had occurred on 702 KAR 6:090 and reported staff is now bringing the comments from that public hearing and recommendations to the Board. He emphasized that staff will give recommendations but stated the Board has the authority to make the final decision on any further changes to the regulation. Noland clarified that from this point, the regulation would proceed through review by two legislative committees.

Mr. Noland began explaining the first issue from the Statement of Consideration regarding South Oldham High School's operation of a café in the mornings. He said that this is one of six schools in the state that do not offer the School Breakfast Program. Noland shared that these commenters were asking for language to be added in order to continue to offer the café and he clarified that they agreed to offer only food and beverages meeting the standards in Sections 1 and 2 of the regulation. He then directed the committee members to the Statement of Consideration for the new language that staff proposed to accommodate this request from South Oldham High School.

Jeff Mando said he was in favor of a fair accommodation. David Tachau added that he appreciated the fact that the language provides a narrow exception and David Webb agreed.

Noland moved on to the second issue in the Statement of Consideration regarding the beverage standards. He indicated that the main comments at the public hearing were supportive of the language in the regulation but reported a request for a change in the standard by the Kentucky Beverage Association.

He noted that staff recommends the language remain the same with no change.

Chair David Webb asked the committee if they were in agreement and by consensus they aligned with staff's recommendation.

Next, Noland moved on to the food standards in Section 2 and noted that the comments were generally favorable at the public hearing with the exception of one request to allow reduced fat cheese be excluded from the requirement that calories from fat be limited to 30% and that the portion size for chips and crackers be reduced from 2 ounces to 1.25 ounces. He clarified that staff recommends the language change for the reduced fat cheese but not for the crackers.

Chair David Webb asked if the committee was in agreement with staff's recommendation and by consensus they supported the recommendation.

Deputy Commissioner Noland moved on to talk about ala carte sales, which he said was found in Section 3 of the regulation, and he noted that this was the area of most controversy from the public hearing. Noland clarified that a great majority of cafeterias offer ala carte items where students go through the same line but are allowed to pick up just certain items that meet United States Department of Agriculture guidelines. He emphasized that staff has struggled with what to do with in this area because there are well-meaning persons on both sides of the issue. Noland indicated that personally, he thought the decision needs to be ultimately what is good for students but clarified as a practical matter, there is more to the situation. He explained that if the Board decides that ala carte items must meet the standards found in Sections 1 and 2 of the regulation, students will essentially not have ala carte choices. Noland stated that staff recommends the place to impact the problem with ala carte items is at the federal level to get their standards changed. He went on to say that even if ala carte items were not permitted, the students would still get those items as part of the full-meal cafeteria line and then dispose of what foods they do not want.

Committee Chair David Webb indicated that the following three options exist from which the Board can choose:

- Leave the language in Section 3 alone.
- Allow school cafeterias to offer ala carte items just from food that is served that same day.
- Require ala carte items to meet the standards in Sections 1 and 2.

David Tachau indicated that waiting to make the changes at the federal level did not work for him. He emphasized the Board needs to decide what is

appropriate for Kentucky students regardless of federal standards. He also said he was troubled by not giving the constituent groups the opportunity to respond to the explanation of this issue.

Division Director Paul McElwain responded that staff discussed with all groups the different options as the regulation proceeded through the process.

David Tachau continued and stated he was not in favor of the regulation as written.

At this point, Chair Webb asked if the Local Superintendents Advisory Council recommended approval of the regulation as written and Deputy Commissioner Kevin Noland responded affirmatively.

Jeff Mando then stated that he felt everyone is on the same page in what is trying to be accomplished with the regulation. However, he noted that the difference between his view and Mr. Tachau's is that he believes the Board has gone about as far as it can go under the current circumstances and law. Mando emphasized that the change in ala carte must occur at the federal level because getting a full lunch and dumping the food not eaten is not a practical option. He indicated he was in favor of adopting the regulation with the ala carte language in Section 3 be accepted as written. Mando then moved to approve the ala carte language in Section 3 as written and David Rhodes seconded the motion. The motion carried with David Tachau voting no.

Noland then pointed to one more part of the Statement of Consideration on page 7 of the document relative to reporting requirements in Sections 5 and 6. He indicated staff feels this is a reasonable request and recommends making the change on the reporting deadline.

By consensus, the committee agreed with staff's recommendation.

### ***APPROVAL OF ACTION/CONSENT ITEMS***

Jeff Mando moved to approve all of the items under the action/consent agenda as follows:

- Local district tax rates levied
- Local district facility plan
- Local district facility plan amendments

Helen Mountjoy seconded the motion and it carried.

### ***MANAGEMENT COMMITTEE REPORT ON ACTION/DISCUSSION ITEMS***

#### **Action/Discussion Items**



1. **Request by the Jefferson County Board of Education to use an alternative formula to allocate funds to school councils in 2006-07.** Chair David Webb indicated that staff had reviewed the submission from Jefferson County on the alternative SBDM model and recommends approval. He added that Susan Weston has reviewed the material and agrees with staff's recommendation. Thus, Webb moved, on behalf of the committee, to approve the alternative SBDM model from Jefferson County and the Board concurred.
2. **Declaration of Emergency in the Jackson Independent School District.** Chair Webb indicated that the Jackson Independent School District is in decline and in a deficit situation. Webb explained that by declaring an emergency, this empowers the Department to go in and get the district back on track. Thus, on behalf of the committee, he so moved and the Board concurred.
3. **Statement of Consideration relating to 702 KAR 6:090, Minimum Nutritional Standards.** Chair Webb indicated that the Statement of Consideration provided suggestions from constituents that occurred at the public hearing and he then complimented staff on their work regarding this matter. Webb noted that the main issue came down to how to deal with ala carte items in Section 3 and noted that the committee approved the acceptance of the federal standard. At this point, on behalf of the committee, he moved to adopt the Statement of Consideration as presented. The Board concurred with David Tachau voting no.

### ***CURRICULUM, INSTRUCTION AND ASSESSMENT COMMITTEE REPORT ON ACTION/DISCUSSION ITEMS***

#### **Action/Discussion Items**

1. **704 KAR 3:325, Effective Instructional Leadership Act (Final).** Committee Chair Bonnie Lash Freeman indicated that the amendments altered the time allowed to complete the 42-hour requirements and said the change gives flexibility in the two-year cycle. She clarified that now, 21 hours are required in each year. Helen Mountjoy added that the amendments also changed the reporting requirement to be only those persons who are out of compliance. At this point, Bonnie Lash Freeman, on behalf of the committee, moved final approval of 704 KAR 3:325 and the Board concurred.
2. **Waiver Request of 704 KAR 3:305, Minimum High School Graduation Requirements from the Franklin County School District.** Chair Bonnie Lash Freeman reported this item was a difficult one for all committee members; however, she stated that the current requirement is for 22 credits and the person requesting the waiver has 18 credits. Chair Freeman noted that the person requesting the waiver was given mistaken information from the local district, which was unfortunate. She reported that the committee chose not to grant the waiver because it would set a precedent and the committee thought it needed to be sure the Board is in compliance with the current

requirement of 22 credits. On behalf of the committee, Chair Freeman moved to deny the waiver request of 704 KAR 3:305 from the Franklin County School District and the Board concurred.

## ***KBE AUDIT REPORT ON ACTION/DISCUSSION ITEMS***

### **Action/Discussion Items**

1. **Financial and Program Functions that should be audited in Fiscal Year 2006 using the Auditor of Public Accounts to perform an agreed upon audit procedure for the review.** Chair Janna Vice indicated that for FY 2006, the committee accepted staff's recommendation for the three items to be examined by the state auditor on the condition that the state auditor can handle this work. She then moved, on behalf of the committee, to approve staff's recommendation for the three areas to be addressed by the state auditor in FY 2006 and the Board concurred.

## ***INTERNAL BOARD BUSINESS***

The following items were discussed during the Internal Board Business section of the meeting:

- The KSB/KSD Oversight Committee was appointed to consist of David Tachau as Chair and Helen Mountjoy, Bonnie Lash Freeman and Dorie Combs as members. It was clarified that this committee would be ad hoc and meet periodically.
- By consensus, the Board decided to cancel the November 2, 2005, meeting.
- Hilma Prather asked to attend the Southern Regional Education Board forum in November and have the Board approve the payment of her expenses and travel. Dorie Combs so moved and Helen Mountjoy seconded the motion. The motion carried.
- Chair Keith Travis indicated that the Board needed to approve the official evaluation document for Commissioner Wilhoit. He emphasized that the Commissioner has the unanimous and unwavering support of the Board. At this point, Bonnie Lash Freeman moved to approve the evaluation document and David Webb seconded the motion. The motion carried.
- Relative to the commissioner's salary, Chair Travis asked for a motion from the members. Janna Vice moved to increase the commissioner's salary by 3% and David Rhodes seconded the motion. The motion carried. David Tachau added that the Board was cognizant of budget limitations and said the amount of the increase reflects that consideration.

## ***ADJOURNMENT***

At 12:30 p.m., the Board adjourned the meeting.